

Jesup Community School District



“High Expectations, High Achievement”

VOLUME XXX

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“Great Things Never Came From Comfort Zones”

Nathan Marting, Superintendent

What a great quote of which could be used for so many of life's applications. For this article, I am going to share with you an update on Jesup's progress towards implementing a new Teacher Leadership program. Over the past 2 plus years, a group of Jesup teachers, administrators, and community members have studied, reviewed, and developed a Teacher Leadership program as a part of Iowa's Teacher Leadership and Compensation program. We chose to apply in the third and final year of the grant cycle in order to make certain that we developed a system that fit Jesup's needs and worked best in our continued efforts to provide the highest quality educational programming for all students at Jesup. We were informed December 10th that our grant application was approved and we could proceed with implementation...and now the real work begins. 100% of Iowa school districts have applied to begin this program over a three year period. As of now 88% of school districts have been awarded, with the remaining school districts having an opportunity to revise their plan for resubmittal in February, with the ultimate goal of all Iowa school districts implementing. We are excited, and a little nervous, as we now move from the planning phase to the implementation phase of this program.

So let's back up and provide a little refresher on the program and how it will look at our school. The design of the program was to provide additional supports for teachers in Iowa school districts through the hiring of existing teaching staff into differentiated leadership roles. The Jesup program will have three Connector Teachers who will no longer be in the role of classroom teacher, but will be charged with working with all teachers across all building levels in connecting teacher strengths with teacher need areas. A premise that we must acknowledge in order for this program to be successful is that "ALL teachers have areas of strength and in turn ALL teachers have areas in which they can improve upon". Our district mission statement states that we will develop well-rounded, productive, responsible caring citizens who are lifelong learners. In order to achieve this, we as adults in the district must also model this in our own professional work. In addition to the Connector Teachers, we will hire eleven Specialist Teachers who will retain their full time classroom teaching responsibilities but will also serve as "experts" in such areas as differentiated instruction, instructional strategies, technology integration, and performance/formative assessments. While the Connector Teachers will work in matching up talents of ALL teachers, the Specialist Teachers will serve as "go to" individuals in these specific district identified need areas. Lastly, the District will hire a number of Mentor Teachers who will serve in the capacity of providing support and guidance to newly hired teaching staff to the District. The Mentor Teachers will maintain full-time teaching responsibilities. The full grant application including more specific job descriptions can be found on the District website under Quick Links or directly at <https://goo.gl/weqlgs>.

Over the next few months we will be very busy in the hiring and training of these teacher leaders as well as the hiring of new teachers to fill the roles of the Connector Teachers, who will leave the classroom and move into the capacity of teacher leaders. The jobs are currently posted and teachers can begin applying. Upon returning from Winter break, we will offer a number of question/answer sessions for interested candidates to discuss the

(continued on page 2)

(continued from page 1)

program further. The Teacher Leadership Committee will also meet in early January in order to begin developing the interviewing and selection process. At this point, applications will be due January 22nd at which time the committee will begin reviewing applications and conduct interviews. It is the expectation that we will begin approving applicants for these positions during the February and March board meetings, however we will extend these deadlines as needed to ensure all positions are filled with the best matches for the given role. It is our hopes to be able to pursue an aggressive timeline in order to give newly hired teacher leaders the maximum amount of opportunities for learning and training prior to them beginning their new roles at the start of the 2016-17 school year.

This is a new program for school districts and a new way of structuring the way that we conduct our business of educating students. It is easy for us to hold tight to past practice and rely on attitudes of “but it has always been this way”, however as the title of this article states, “Great things never came from comfort zones.” It is our time as teachers, building leaders, school board members, and parents to embrace this change and move forward together to achieve great things....because remember, our kids deserve nothing less than the greatness that we are capable of providing.

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Senior Citizen Lunch
Jesup Community School
Cafeteria
Wednesday, January 20
11:00 A.M.
\$3.40
Call (319) 827-1700, Ext. 1101
 ★
 ★★ ★★ ★★ ★★ ★★ ★★ ★★ ★★ ★★ ★★ ★★ ★★ ★★ ★★ ★★ ★★ ★★ ★★ ★★



Winter Break
December 23 - January 1

Classes Resume
January 4

**NEWS ON SCHOOL
CANCELLATIONS AND DELAYS**

In the event of weather-related school dismissals or cancellations, **please do not call the school offices or radio or TV stations.** This ties up the phone lines and prevents necessary calls regarding dismissals or cancellations from being made. For up-to-date information regarding school dismissals or cancellations, check the school website www.jesup.k12.ia.us (alerts scroll near top of screen), or listen to TV stations. A list of TV stations has been included below for your convenience.

KGAN—(TV)2 KWWL—(TV)7 KCRG—(TV)9

You may also sign up for the Infinite Campus Parent Portal to receive texts directly to your phone or emails.

Important Note: When school is cancelled, all scheduled activities are cancelled. When school begins late, all morn-
ing activities are cancelled.

Challenges in Math and Science

Laury Shonka, Prairie Grove, 4-8

English Language Learners face many challenges in the classroom. In the areas of math and science, ELs are challenged with not only learning new content, but they have to learn the academic language. Dr. Lia Plakans from the University of Iowa has researched and studied ELs and their struggles in math and science and has also developed strategies for teachers to help their ELs.

When looking in the area of math, ELs have a particularly tough time with word/story problems. Students need to understand the math that is being used in a math problem and they also need to understand the language that is being used in the problem. Some areas of difficulties in math include: general terms with specific mathematical meanings, long dense noun phrases, and complex sentences. Areas of difficulty in science include: passive voice, limited syntactic connections, and long abstract noun phrases.

In the area of science and math, teachers need to be aware of the vocabulary that is used. We are constantly talking about how to teach and use new vocabulary in the classroom, especially for ELs. What is so hard for ELs is that many words have multiple meanings. Here are some examples with their everyday vocabulary meaning and their specific mathematical/scientific meaning:

<u>Word</u>	<u>Every Day Meaning</u>	<u>Specific for Math/Science</u>
Round	circular, to go and return	round numbers
Mean	aggressively unkind	average
Power	authority, strength	exponent, amount of energy transferred
Gas	gasoline	air-like fluid

How do we help our ELs? We have to focus on three linguistic challenges: Unfamiliar words/phrases, sentence complexity, and cultural knowledge. After learning about this research, I have really stepped back and taken a deeper look at the complexities of math and science. In order to help our students we have to recognize language challenges, minimize linguistic challenges, and support language learning opportunities. At Jesup Rural Schools, the teachers are tackling this problem head on to best support our English Language Learners.

Jesup CSD High School/Middle School Sports Schedules

To view a complete listing of the upcoming high school/middle school sports schedules please visit:

www.jesup.k12.ia.us

(click on activities/athletics/NICL calendar)

or

<http://www.northiowacedarleague.org>

Visit the Jesup Community School District Facebook Page

<https://www.facebook.com/pages/Jesup-Community-School/126228820754427>

“Good Job” Alternatives

Katie Martin, PreK Teacher

Parents and teachers often say “good job” as an automatic response to a child’s action. “You ate all of your peas. Good job!” “You did a good job putting away the toys.” A “good job” now and then is fine, but it doesn’t help children understand why what they did was good. Young children need to know what they did, why it worked, or why it shows they are capable. Try the following suggestions to give young children specific, detailed information that recognizes their achievements and encourages their learning.

1 Use sentence starters. Say “I see you,” “I hear you,” or “I notice,” followed by a description. “I noticed you sorted the leaves into two piles. These ones are from an oak tree and those ones are from a maple tree.” Or try openers like “Tell me more about” or “You worked really hard to.”

2 Notice and give feedback about efforts. “Jack, you spent a long time figuring out where to put the last two pieces of the puzzle. You kept working until you were done!”

3 Invite children to talk. Children’s learning is enhanced when they talk about their explorations and creations. “That looks really interesting. How did you do that?” “You wrote a lot of words on your paper. Would you tell me what they say?”

4 Pay attention to details. When talking about a painting, tell the artist what shapes, lines, colors, textures, and forms you see in the work. “Look at all of the green polka dots in the sky! You mixed many shades of green and blue to paint this picture.”

5 Say “thank you.” When children are helpful, thank them. “Thank you for opening the door for me. While you held the door, I could use both hands to carry our bag of groceries into the house.”

6 Identify a goal before responding. Ask yourself: Do I want to acknowledge a positive behavior, an act of kindness, or use of problem-solving skills? To encourage self-regulation you might say, “How kind you are. You helped Jacob zip his coat, even though you wanted to run and play.”

7 Give nonverbal feedback. A gentle pat on the back, a smile, a wink, or a fist bump tells a child, “I see you are learning, and I appreciate what you are doing.”

8 Use mirroring. When a child zips their own coat for the first time, notice their smile, then smile back with a specific comment. “Look at what you did! Just yesterday you asked me to help and now you can do it on your own.”

9 Highlight children’s work. Invite children to help find a special place to hang a painting or a piece of the work they are proud of.

10 Encourage next steps. After a child has one positive experience, suggest something that he or she can do that leads to another accomplishment. “The boat you drew has two masts and lots of portholes. What materials could you use to build it?” (Note the introduction of a new vocabulary word—portholes!)

Source: NAEYC Teaching Young Children



Iowa Culture and Language Conference

Cassandra Weber, Prairie Grove K-3

The Jesup Rural School teachers were able to attend the Iowa Culture and Language Conference at the beginning of November in Coralville. This conference is designed for teachers who serve English as a Second Language students. The three Jesup Rural Schools are attended by approximately 125 English Language Learners. During the three day conference, we participated in a whole day workshop and several seminars. Topics varied from strategies for reading to how to interpret our score on the I-ELDA, a language test given to our students once a year.

The workshop that I attended all day focused on incorporating the new English Language Standards into our curriculum. The English Language Standards were adopted by Iowa last year and are in addition to the Common Core standards. I learned many ways to implement the new standards and was happy to know that we are already meeting the majority of them.

This conference was three days of learning and networking with other teachers. We are fortunate that the Jesup District puts such a high priority on continuing teacher education and allows us to attend these types of events. All six of the rural teachers came back with a better understanding of our students and new strategies to give them the best opportunity for learning.

1st Grade Thanksgiving Food Drive

Turkey, cranberries, mashed potatoes, and pie are just a few things that makes us think of Thanksgiving. For many families in the Cedar Valley area, they were not able to afford these treats over the holidays, so the first graders decided to help them out. The first grade classes held their own Thanksgiving food drive in November to go along with their social studies unit "At Home with My Family". Each class collected items that could be used to make a traditional Thanksgiving meal. All together they filled and decorated 12 grocery bags that were delivered to the Northeast Iowa Food Bank in Independence. Here is what this meant to these up-standing citizens:

- Brianna J. It made me feel happy to collect food for other people.
Carson H. I just like to be a kind citizen.

- Hannah S. It made me feel good that we could give food to families.
Karsyn N. I was happy inside to help other people.
Lynnzie P. It makes me feel happy because they feel happy.
Braxtin K. It was a good thing to give food to other people.
Allison B. It's nice to give food to families that don't have enough.
Alex W. I felt happy inside because people needed that food.
Irelyn R. I felt bad for people who didn't have food and it made me feel good to help them.
Toryn S. I liked sharing food with people.
Ella K. I felt happy because we gave food to people who didn't have any.
Sam S. Some people didn't have food and we did, so we shared it with them.



Physical Education...The Transition Year

Josh Zuck, Physical Education



This year's fifth graders are in the midst of a serious transition in their physical education careers. As fourth graders they simply showed up to class and played games. They were not required to change, did not receive a grade and did not do organized workouts. In fifth grade, everything changes. Once every third

day your fifth grader comes to P.E. and must change into workout appropriate clothing. Appropriate clothing means tennis shoes, socks, athletic shorts or pants and a t-shirt and / or sweatshirt. After attendance is taken, students engage in a warm-up consisting of a light jog and dynamic movements. After the warm-up a short workout of the day or, WOD ensues. The main focus of the workout is on technique with body-weight movements like squats, burpees, push-ups and planks. We also use kettle bells for kettle bell swings and plyometrics with box jumps. Typically, the WOD is 6-8 minutes in duration and is followed by a game.

With all of the changes one could understand why the fifth graders would feel a little out of place with their new PE curriculum, however, most take it in stride and thrive. Our goal with the fifth grade curriculum is to provide a foundation to exercise movement. Over half of our students will disengage from athletics by the time they reach seventh grade and those who do will not likely receive proper instruction if they don't in PE. As an exercise enthusiast and trainer, I can't tell you how many times I've heard an adult

say "I would like to work out but don't know where to start" or, "I would like to start working out but don't feel comfortable around other people in the gym". These are real fears that are really hard to overcome! Through teaching our students proper movement technique at an early age and remaining consistent in those teachings we can reduce or eliminate those fears.

The transition from fourth to fifth grade can be an intimidating one, but it is also an experience where a lot of growing happens. The physical changes are easy to measure and I'm always amazed by the changes we see in the kids from the beginning to end of their fifth grade year. The physical changes will happen whether we want them to or not but, the social and emotional changes are where we really enjoy seeing kids make improvements. Whether it is encouraging classmates through an act of good sportsmanship, being gracious in defeat or humble in victory, we are trying to encourage responsible citizenship in our physical education classes. While physical education is not a "core" class it has a lot of carry over to the core classes. On the good days the kids go to their next class energized and ready to learn and on the bad days it's quite the opposite. Learning to deal with the emotions that come with winning and losing can sometimes be difficult to work through for students and PE is a perfect vehicle to test and refine those emotional responses.

Hopefully, you have talked to your kids about their PE class this year. If not, ask them what they are doing, what they are learning and if they understand how the lessons from those activities can transfer over to everyday life. As always, if you have any question never hesitate to call or email.

5th Grade Music

Christen Pink, Preschool - 5th Music

The holidays are over and the winter concerts this year went outstandingly well! Now that the concerts are over, we are back to dancing, singing, and playing as many instruments, to as many songs, as we can. In the months of January and February, the 5th graders will launch our new curriculum. The curriculum will focus on tempos, different instrument families, dynamics, and of course reading and writing music. We are discovering that music can affect how we feel and how the composer's intent of a piece can change the way we perceive his/her music. The 5th graders are studying difficult rhythms and are getting so good at reading them in so many different orders that they are becoming great sight-readers!

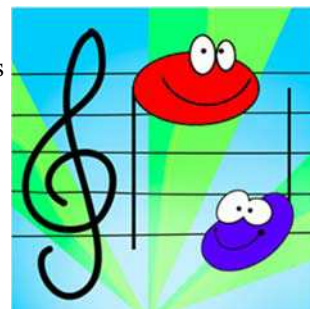
In February we will also be working on a Valentine performance that we will present to Winding Creek Meadows. The date for that is not yet set, but we are excited to have the chance to offer our talents to the community.

Are you interested in having your student advance their learning in music? Check these websites out or come to me and ask about private lesson teachers. I know several teachers in the area.

<http://www.nyphilkids.org/>

<http://www.dsokids.com/>

<http://pbskids.org/chuck/index.html#/jazz>



Calculators

Bruce Wall, 7/8 Middle School Math

The usage of calculators in the middle school classroom has become more common than in years past. Personally, I don't remember getting to use a calculator until I reached high school in the mid 1980's. Students today are learning more material at a much more advanced pace than students in the past. I will try to explain the times when calculators can be helpful to the students and also when and why they should not be used.

The use of formulas to solve problems is something that we might not have done until high school when we were allowed to use calculators on certain assignments. For example: If you were to find the volume of a cylinder that has a radius of 4.34 inches and stands 6.76 inches tall. You would use the Formula **Volume** = $\pi \times r^2 \times h$ or **V** = $3.14 \times 4.34^2 \times 6.76$, when you substitute the values in for the variables.

This problem would take a considerable amount of time to complete if the student were to perform all of the calculations by hand. All of these calculations such as multiplying fractions and squaring numbers should be learned already. By using the calculator for these skills that are already learned will allow us to explore more formulas, relationships between formulas and other real problems that we would not have had time for if they were having to spend most of the time on paper doing a skill they should already know. This hopefully allows the student to see more of 'why and how' the problem or formula works as opposed to simply working the problem.

Our Everyday Math series tells us when we can use a calculator on journal pages and study links by placing an icon on the top of the page. In Connected Math, students are encouraged to use graphing calculators because of the amount of graphs and tables that made and compared. It would take a long time to construct these tables and graphs, then compare and contrast them. Most classes I will instruct them if they should not use calculators.

This does not mean that all paper/pencil skills are not useful. Most, if not all upper level math classes require that students are proficient in 'mental math'. You can't waste time pulling out a calculator every time you need the answer for 5×3 or $-6 + 4$. I always encourage students to perform mental math or estimation when using a calculator, because if you push an incorrect key the calculator will give an incorrect answer. The student needs to be able to see this and try again.

Students still need to be proficient at times tables, integer operations, simple powers and order of operations. Students should not use calculators when practicing these skills. Many of these paper/pencil skills carry over into Algebra and may have to do fraction operations by hand as well. If a student cannot execute these mental calculations they will more than likely struggle with any higher level high school math classes.

Election 2016 Iowa Caucus

Mr. Sullivan, 7th Grade Civics

The word caucus is a funny word. Most of us in Iowa have heard it before and may have actually participated. In 7th grade it is a new word to most of the students, as they have little experience with politics. So right now in class we are working on defining a caucus and learning about how it works within the election process. We also know sometimes the best way to learn something is to do it, so we are going to hold our very own caucus. Now, if you are lost reading this I'll help you out. The 7th grade students will research and present information about current presidential candidates to the entire middle school. Then we will hold a mock caucus. The process is a little different for Republicans and Democrats but the result is the same; a favorite candidate will be chosen. Republican's meet and vote from a list of presidential candidates, the candidate with the most votes will receive a delegate from the local caucus to represent them at the state level, then votes will be cast at the state level. From the state level delegates are then selected to represent Iowa at the national level. The Democrats have the same result, but instead of voting they use a process of grouping at the local level to decide, which candidates receive the delegates to move on. Our middle school kids will, work through both a Republican caucus and a Democratic caucus to understand exactly how each works. The important thing is that the 7th graders will be leading the process and act as leaders in the process.



What Does Chemistry Have To Do With My Life?

Mandy Gleiter, High School Science

“What does Chemistry have to do with my life?”

Recently, I have been hearing that question a lot from the 41 brave students who are in Chemistry this year. I could go on and on answering this question. Instead, I ask, “How does Chemistry not affect your life?”

After reading an article, “Smartphones: Smart Chemistry” by Brian Rohrig in *ChemMatters*, I realized as our society becomes more and more technologically advanced, the more dependent we become on Chemistry. Many of the products used everyday are made possible because of Chemistry. Case in point: cell phones. Those wonderful little devices that we use to communicate and organize our lives are examples of Chemistry in action.

So, really, what does chemistry have to do with smartphones? Metals, which are Chemistry, are what make smartphones so “smart”. Of the 83 stable elements from the periodic table, at least 70 of them can be found in Smartphones! Many of the vivid, red, blue and green colors you see on the screen are due to rare-earth metals. Without these metals and Chemistry, the phones that we have become to rely on wouldn't be what they are today!

I tell my students those devices that can drive their teachers crazy are a prime example of how Chemistry affects their lives. These hand-held devices have more computing power than the computer system that NASA used to put a man on the moon. This is just one of the many ways that Chemistry helps make daily life easier.



Hard Surface Bus Route Lists

In the unique situation that the majority of roads are clear and safe for travel, but some county roads are not being cleared as quickly, Jesup Community School District may implement their Hard Surface Route plan as needed.

The Hard Surface Route Lists have been posted to the school website. (Support Services/Transportation Department/Hard Surface Route List). If you would like a printed copy, please contact the Superintendent's Office.

OPEN ENROLLMENT NOTIFICATION

Parents/guardians considering the use of the open enrollment option to enroll their child/ren in another public school district in the state of Iowa should be aware of the following dates:

- If the student meets the definition of good cause under Iowa Administrative Code, applications can be accepted **after March 1, 2015** for the 2015-2016 school year.
- **March 1, 2016** - Last date for regular open enrollment requests for the 2016-2017 school year.
- **September 1, 2016** - Last date for students entering kindergarten for the 2016-2017 school year.

In most cases, a high school student who open enrolls is ineligible for **varsity** athletic competition during the student's first 90 consecutive school days of enrollment in the receiving district. Some exceptions to this general rule of ineligibility may apply.

Transportation assistance for those who qualify is available only between contiguous districts and shall be deducted from the amount sent to the receiving district. This may be in the form of actual transportation or in the form of a cash stipend.

For further details, contact the superintendent's office at 827-1700, ext. 5.

NEIBA Honor Band

Sarah Quesnell, 9th-12th Instrumental Music



Sometimes the greatest experiences we have had as musicians in our lives have been through attending honor bands. For those who don't know, honor bands are exactly the way they sound. They are for the outstanding musicians in our ensembles who display superior musicianship. Generally, students are nominated by their band directors through submitting a form or filling out an application. Some honor bands will require auditions to get in or for chair placements. No matter the process, it is still a fabulous process for any student to experience. In the picture to the left, are both middle school ensembles side by side. Kristin Hoey was one of the performers.

Just recently, two of our Jesup students were selected to be in the NEIBA Honor Band (Northeast Iowa Bandmasters Association). Kristin Hoey (8th grade) and Michaela Hug (12th grade) were selected to rehearse and perform at Oelwein High School on December 5th. Both Jesup students play alto saxophone, and neither had ever experienced this honor band before.

When attending an honor band, students will rehearse the majority of the day with their ensemble, they may have a few sectionals (time where different sections of the band will rehearse separately), and then perform a concert that evening, which generally lasts an hour. Both Michaela and Kristin rehearsed for approximately six hours on December 5th. Imagine playing an instrument that long with 117 other members of an ensemble, then performing for an hour in the evening. It takes hard work and dedication! In the picture below, Michaela rehearses with her ensemble early in the day.

Prior to arriving at the honor band, students are expected to learn their music with the aid of their band director. Both Kristin and Michaela had approximately three to four difficult pieces that they had to learn before arriving at the honor band. When they arrived, they auditioned for chair placements based on how well they prepared their band repertoire. Michaela and Kristin played superbly in their audition, throughout rehearsal, and in their final performance.



This honor band is so popular that nearly 450 middle and high school students attended, and in the evening the bleachers were packed! What an honor, and hopefully an opportunity that more Jesup students will be able to experience!

HAPPY ★ NEW ★ YEAR

January 2016

Sun	Mon	Tue	Wed	Thu	Fri	Sat
27	28				1	2
No School - Winter Break - Classes Resume January 4						New Year's Day
3	4	5	6	7	8	9
	School Resumes	4:30 pm HS Girls/Boys Basketball @ Columbus	6:00 pm Booster Club Meeting	4:15 pm MS Wrestling @ Hudson 6:00 pm HS Wrestling @ Denver (vs. GR/NT/GC)	End 2nd Quarter/1st Semester 4:00 pm MS Boys (B 7/8th) @ Sumner-Fred 4:15 pm MS Girls Basketball vs. Sumner-Fred 4:30 pm HS Girls/Boys Basketball @ East Marshall	FFA 212 & 360 Conference Dorian Honor Choir NEIBA Honor Jazz Festival 9:00 am FS Boys/JV Girls Basketball @ Waterloo East 10:00 am HS Wrestling @ BGM Tournament
10	11	12	13	14	15	16
Dorian Honor Choir	Begin 3rd Quarter/2nd Semester 4:15 pm MS Boys Basketball @ Don Bosco 4:15 pm MS Girls Basketball vs. Don Bosco 5:00 pm Elementary PTO Meeting 5:00 pm JV Wrestling @ BCLUW Tournament 7:00 pm School Board Meeting	4:30 pm HS Girls/Boys Basketball @ Aplington-Parkersburg		4:15 pm Jesup MS Wrestling @ Home 4:15 pm MS Boys Basketball vs. Denver 4:15 pm MS Girls Basketball @ Denver 6:00 pm HS Wrestling @ East Marshall	4:30 pm HS Girls/Boys Basketball vs. Wapsie Valley 5:00 pm FFA Soup Supper	9:00 am Marion MS Honor Band 9:30 am HS Wrestling @ Hudson Tournament 1:30 pm Varsity Boys Basketball @ Wartburg vs. Grundy Center
17	18	19	20	21	22	23
Martin Luther King Day No School - Professional Development 4:15 pm MS Boys Basketball vs. North Linn 7:00 pm NICL Vocal Festival	MS Boys Basketball (7th Grade B) @ Waterloo Christian 4:30 pm HS Girls/Boys Basketball @ Union	11:00 am Senior Citizen Lunch extension 1101	4:00 pm MS Boys Basketball @ Wapsie Valley 4:15 pm MS Girls Basketball vs. Wapsie Valley 6:00 pm HS Wrestling Home vs. AGWSR/Columbus /Hudson	4:15 pm MS Wrestling @ Dike-NH (IN New Hartford) 4:30 pm HS Girls/Boys Basketball @ Sumner-Fred	District Large Group Speech Contest 10:00 am HS Wrestling @ East Buchanan Tournament	
24	25	26	27	28	29	30
State Jazz Band Festival 4:15 pm MS Girls Basketball @ Union	4:30 pm HS Girls/Boys Basketball vs. Dike-NH 6:00 pm HS Wrestling @ Columbus (vs. AP)		4:15 pm MS Wrestling @ BMAP 4:15 pm MS Boys Basketball vs. Union	4:00 pm NICL Wrestling Conference Meet Day 1 @ AP 4:15 pm MS Boys Basketball vs. St. Patrick's 4:30 pm HS Girls/Boys Basketball @ Denver	11:00 am NICL Conference Wrestling Tournament Day 2	
31						
Meistersinger Honor Choir						

January 2016 Lunch/Breakfast Menu

1% White, Skim White, or Fat Free Flavored Milk is Offered During Breakfast and Lunch
 "This institution is an equal opportunity provider." Menu Subject to Change

Mon	Tue	Wed	Thu	Fri
28	29			1
				NO SCHOOL
4	5	6	7	8
Poptart BBQ Rib/WG Bun Peas Baked Beans Applesauce Tuna Salad	Breakfast Slider Chicken Nuggets Corn Celery Sticks Blushing Pears Bug Bites Grahams Pork Egg Roll	Minni Cinni's Italian Pasta Bake Baby Carrots Toss Salad Garlic Toast Peaches Fish Shapes	Bagel/Cream Cheese Pork Tenderloin/WG Bun Fresh Cauliflower Steamed Carrots Mixed Fruit Turkey Wrap	Toast/Scrambled Eggs Pizza Pizza Boats (MS HS) Marinara Fresh Broccoli Pineapple Cookie Cold Ham/WG Bun
11	12	13	14	15
Breakfast Bar/Toast Pulled BBQ Pork/WG Bun Cheese Stick Mixed Vegetables Celery Sticks Fresh Orange Fish/WG Bun	McJHawk Grilled Chicken Patty/WG Bun Peas Coleslaw Peaches Ham & Cheese/WG Bun	PBJ Uncrustable Beef & Gravy Mashed Potatoes Green Beans Dinner Roll Strawberries Chicken Egg Roll	French Toast Sticks/Syrup Turkey Hot Dog/WG Bun Baked Beans Fresh Broccoli Banana Chicken Salad/WG Bun	Toast/Cheese Omelet Burrito Salsa Corn Cinnamon Rice Pears Turkey/Ham/Cheese/Hoagie Bun
18	19	20	21	22
NO SCHOOL	Muffin Pancakes/Syrup Cheddarwurst Hash Brown Fruitables Drink Box Applesauce Egg Salad/WG Bun	WG Donut Chicken & Noodles Green Beans Carrot Sticks Dinner Roll Peaches Fish Shapes	Flatbread/Omelet Sandwich Chicken Fajita W.W. Soft Tortilla Shredded Lettuce Cheese Corn Mixed Fruit Cold Ham/WG Bun	Biscuit/Sausage Gravy Pizza Marinara Romaine/Spinach/Dressing Pears Ice Cream Chicken Salad/WG Bun
25	26	27	28	29
Breakfast Pizza Sloppy Joes/WG Bun Baked Chips Peas Celery Sticks Banana Turkey/Ham/Cheese/Hoagie Bun	Bagel Sandwich Turkey Fritter/WG Bun Coleslaw Fresh Broccoli Apple Slices Tuna Salad/WG Bun	WG Longjohn Fish Mashed Potatoes Green Beans Dinner Roll Peaches Pork Egg Roll	Pancake/Sausage on a stick Turkey Corn Dog Baked Beans Romaine/Spinach/Dressing Tropical Fruit Salad Cold Ham/WG Bun	Toast/Egg Bake Chicken Quesadilla Salsa Corn Blushing Pears Egg Salad/WG Bun

Jesup Community School District

REGULAR BOARD MEETING 12/14/15

The Board of Directors of the Jesup Community School District regular meeting was called to order by President Riensche at 7:03 p.m., December 14, 2015, in the PreK-8 Media Center.

PRESENT: Bucknell, Jones, Knutson, Riensche, Thorson, Vander Werff

ABSENT: Baldwin

CONSENT ITEMS (EX I, EX II, EX III)

The following consent items: A) Minutes of the November 9, 2015 Regular Board Meeting; B) November Financial Statements; C) December Expenditures and Claims

Upon motion by Thorson, seconded by Knutson, it was

RESOLVED: to approve the consent items as presented

ALL AYE: Motion Carried

REPORTS

STUDENT ACHIEVEMENT RECOGNITION (EX IV)

Principal Chamberlin recognized the High School November Students of the Month: Breanne Fischels (9), Briana Vandenburg (10), Isabelle Distler (11), Joshua Sommerfelt (12). Principal Loecher recognized the Lego League team who earned the Judges' Award at the regional competition. Lego League members include: Alex Flaharty, Kile Rottinghaus, Dade Koeppel, Hailey Nie, Hayden Miller, Dusty Hingtgen, Zack Friedly, Cameron Troyer, Elijah Perez, and Rylan Bahe. The Lego League is advised by Eric and Trela Rottinghaus.

STAFF PRESENTATION

Kristen Bauer (Guidance Counselor) and Allyson Hess (Teacher) presented on the newly implemented Iowa college tour program. The college tour program allows students to visit a public university, private college and community college all in one day. Students Hans Riensche, Abby Moore and Angelica Perez presented on their experiences and thoughts about the program.

BOARD POLICY REVIEWS (EX V)

Upon motion by VanderWerff, seconded by Jones, it was

RESOLVED: to approve the board policies 411, 411.1, 411.2, 411.3, 411.4, 411.5, 411.6, 411.7, 411.8, 412, 412.1, 412.2, 412.3, 412.4, 413, 413.1, 413.2, 413.3, 413.4, and 413.5 as reviewed

ALL AYE: Motion Carried

DISCUSSION OF JESUP GIRLS SOCCER PROGRAM

Discussion was held on a proposal of implementing a High School girls' soccer program. Matthew Perez addressed the Board on this topic.

CHANGE ORDER #10 AND #11 ON ATHLETIC FITNESS CENTER PROJECT (EX VI)

Upon motion by Thorson, seconded by VanderWerff, it was

RESOLVED: to approve change order #10 and #11 on the Athletic Fitness Center Project in the deducted amount of \$4,460

ALL AYE: Motion Carried

HIGH SCHOOL AND CAFETERIA SIGNAGE ESTIMATE (EX VII)

Upon motion by Knutson, seconded by VanderWerff, it was

RESOLVED: to approve the estimate for signage in the high school and cafeteria from Signs By Tomorrow in the amount of \$6,588

Upon motion by Jones, seconded by Thorson, it was

RESOLVED: to table the agenda item until more bids are attained

ALL AYE: Motion Carried

CHROMEBOOK LAB FOR ELEMENTARY BUILDING

Upon motion by Knutson, seconded by Bucknell, it was

RESOLVED: to approve the purchase of an elementary Chromebook lab with Microsoft Settlement funds in the amount of \$6,368.70

ALL AYE: Motion Carried

RESIGNATIONS/CONTRACTS/APPOINTMENTS/TRANSFERS/TERMINATIONS

Upon motion by VanderWerff, seconded by Thorson, it was

RESOLVED: to approve the resignations of Alex Ruehlow (Asst. Football Coach) and pending suitable replacement, Mandy Gleiter (High School Student Council Advisor) and Allyson Hess (High School Student Council Advisor); and contracts for Sara Cartney (Asst. Girls Track Coach) and Ron Sadler (Bus Mechanic).

ALL AYE: Motion Carried

PUBLIC FORUM AND CORRESPONDENCE

The Board received thank-you's from staff for the teacher appreciation breakfast. The Board received invitations for the rural schools' Christmas programs. The High School special education department extended an invitation to Board members for their Holiday Bash on Dec. 16.

ADMINISTRATIVE REPORTS

Principals reported on the preschool through 12th grade music program improvements and fielded questions from the Board.

Elementary/Rural – Principal Pottebaum reported that Ryan Andreassen (3rd grade Teacher) received ten Chromebooks for this classroom through Google; Christen Pink (Music Teacher) received a \$1,000 McElroy grant for the music program curriculum; the PK-4 winter concert was held on Dec. 10 and broadcasted online on the Cube; there was 100% parent/teacher conference participation in preschool-4 and the rural schools; and the building improvement team continues to meet.

Middle School – Principal Loecher reported that the Middle School had 248 students on the honor roll which is a great accomplishment for the building; a fundraiser was held to support the Juvenile Diabetes Research Fund; and an overview of Lego League's accomplishments and the team earning the Judges' Award at their regional competition.

High School – Principal Chamberlin reported on the 5-12 winter concert held on Dec. 13; the vocal music students will perform for Winding Creeks on Dec. 21; and on Dec. 21, fine arts will host a trip fundraiser at Pizza Ranch in Independence.

District – Superintendent Marting reported that the Teacher Leadership Grant application was approved and positions for connector and specialist teachers in the 2016-17 school year will be posted; the Iowa school report card will be posted on Dec. 16; and an update on the athletic fitness center project, FCS/kitchen updates, and Perry#1 progress.

BOARD LEARNING OPPORTUNITIES/DISCUSSION ITEMS

President Riensche asked for available dates for a meeting with the St. Athanasius School Board; a glossary of financial terms was given to Board members; the school will be sending Holiday cards to local businesses with a public purpose statement given to maintain strong community relations; and the community recreation committee will set up a meeting.

ADJOURNMENT

Upon motion by Knutson, seconded by VanderWerff, it was

RESOLVED: to adjourn

ALL AYE: Motion Carried

President Riensche declared the meeting adjourned at 10:34 p.m.

Next regular meeting: Monday, January 11, 2016, at 7:00 p.m.

Developing Lifelong Learners

JESUP COMMUNITY SCHOOLS

Educating students since 1870

The monthly newsletter is for the parents and patrons of the Jesup Community School District. It includes articles written by faculty, administrators, and students as well as general announcements. Any questions, comments, or suggestions should be directed to the Superintendent of Schools:

Nathan Marting
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It is the policy of the Jesup Community School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator:

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